

SAVE English Pacing Guide

Course: English- HS

Grade: All- HS 9-12

| <u>Months/Days</u> | <u>UNITS</u> | <u>STANDARDS</u> | <u>CONTENT</u> Topics being covered? What do students need to know? (<i>nouns</i>) | <u>ASSESSMENTS</u> What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? |
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| 4 -5 Weeks (Instruction is ongoing and supported throughout the school year based on individual needs) | Parts of Speech | <p>(Standards are based off the linkage levels of the DLM essential elements)</p> <p>LA.1.CCSS.ELA-Literacy.L.1.1b - Use common, proper, and possessive NOUNS.</p> <p>LA.1.CCSS.ELA-Literacy.L.1.1e - Use VERBS to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>LA.1.CCSS.ELA-Literacy.L.1.1e - Use VERBS to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> | <p>*Learn, understand, recognize/identify and utilize in sentences and writing: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.</p> | <ul style="list-style-type: none"> • Daily participation rubrics • Exit Tickets • Guided Practice • Independent Practice Worksheets • Quizzes • Tests (Exams will be given in students' mode of communication) • Projects • Centers • Teacher observations • Self/Peer Reflection • Technology |

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| | | LA.1.CCSS.ELA-Literacy.L.1 .1f - Use frequently occurring ADJECTIVES. | | |
| 4 -5 Weeks (Instruction is ongoing and supported throughout the school year based on individual needs) | Grammar and Punctuation | <p>(Standards are based off the linkage levels of the DLM essential elements)</p> <p>LA.L.1.2.C - Use commas in dates and to separate single words in a series.</p> <p>LA.L.1.2.B - Use end punctuation for sentences.</p> <p>LA.L.1.2.A - Capitalize dates and names of people.</p> <p>LA.K.CCSS.ELA-Literacy.L.K .2.b - Recognize and name end PUNCTUATION.</p> <p>LA.1.CCSS.ELA-Literacy.RF. 1.1a - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending PUNCTUATION).</p> <p>LA.1.CCSS.ELA-Literacy.L.1 .1g - Use frequently occurring conjunctions (e.g.,</p> | <p>*Students should learn and understand basic grammar and punctuation when writing. *Capitalize dates and names of people. *Use end punctuation for sentences. *Use commas in dates and to separate single words in sentences. *Capitalize holidays, product names, and geographic names. *Daily corrective sentences.</p> | <ul style="list-style-type: none"> • Daily participation rubrics • Exit Tickets • Guided Practice • Independent Practice Worksheets • Quizzes • Tests (Exams will be given in students' mode of communication) • Projects • Centers • Teacher observations • Self/Peer Reflection • Technology |

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| | | and, but, or, so, because). | | |
| 4 -5 Weeks (Instruction is ongoing and supported throughout the school year based on individual needs) | Reading Comprehension | <p>(Standards are based off the linkage levels of the DLM essential elements)</p> <p>LA.1.CCSS.ELA-Literacy.RL.1.2 - [<i>Grade Level Standard</i>] - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>LA.1.CCSS.ELA-Literacy.RL.1.3 - [<i>Grade Level Standard</i>] - Describe characters, settings, and major events in a story, using key details.</p> <p>LA.1.CCSS.ELA-Literacy.CCRA.R.4 - [<i>Anchor Standard</i>] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>LA.K.CCSS.ELA-Literacy.RL.K.3 - [<i>Grade Level Standard</i>] - With prompting and</p> | <p>*Determine the main idea of a text- recount the key details and how they support the main idea.</p> <p>*Asking and answering to demonstrate understanding of text.</p> <p>*Compare and contrast/ identify setting, plot and theme.</p> <p>*Determine message, lesson and story of a text.</p> <p>*Short stories and text with reading comprehension questions.</p> <p>*Making predictions- what comes next</p> <p>*Ask who, what, where, why when, questions.</p> <p>*Utilizing context clues</p> <p>*(Lifeskills)-Understanding interview questions and what they are asking for.</p> <p>*(Lifeskills) Comprehending conversations - sarcasm</p> | <ul style="list-style-type: none"> • Daily participation rubrics • Exit Tickets • Guided Practice • Independent Practice Worksheets • Quizzes • Tests (Exams will be given in students' mode of communication) • Projects • Centers • Teacher observations • Self/Peer Reflection • Technology |

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| | | <p>support, identify characters, settings, and major events in a story.</p> <p>LA.K.CCSS.ELA-Literacy.SL.K.2 - [<i>Grade Level Standard</i>] - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> | and main idea. | |
| <p>4 -5 Weeks (Instruction is ongoing and supported throughout the school year based on individual needs)</p> | <p>Writing</p> | <p>(Standards are based off the linkage levels of the DLM essential elements)</p> <p>*LA.K-12.3.3 - [Standard] - All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</p> <p>LA.1.CCSS.ELA-Literacy.W.1.1 - [<i>Grade Level Standard</i>] - Write opinion pieces in which they introduce the topic or name the book they are WRITING about, state an opinion, supply a reason for the opinion, and provide</p> | <p>*Write a sentence with proper grammar and punctuation. *Write a letter with proper heading and date. *Understand how to write date *Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure *Teach and utilize the writing process *Peer editing</p> | <ul style="list-style-type: none"> • Daily participation rubrics • Exit Tickets • Guided Practice • Independent Practice Worksheets • Quizzes • Tests (Exams will be given in students' mode of communication) • Projects • Centers • Teacher |

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| | | <p>some sense of closure.</p> <p>LA.1.CCSS.ELA-Literacy.W.1.2 - [<i>Grade Level Standard</i>] - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>LA.1.CCSS.ELA-Literacy.CCRA.W.3 - [<i>Anchor Standard</i>] - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p>*Write with descriptions to describe events, people</p> <p>*Write biography</p> <p>*Opinion writing</p> <p>*Persuasive writing</p> <p>*(Lifeskills)-Learn and practice writing email</p> <p>*(Lifeskills)- writing resumes and filling out job applications</p> | <p>observations</p> <ul style="list-style-type: none"> • Self/Peer Reflection • Technology |
| <p>4 -5 Weeks (Instruction is ongoing and supported throughout the school year based on individual needs)</p> | <p>Handwriting</p> | <p>(Standards are based off the linkage levels of the DLM essential elements)</p> <p>LA.L.1.1.A - Print all upper- and lowercase letters.</p> | <p>*(Lifeskills)-Signature</p> <p>*(Lifeskills) staying in lines on job application</p> <p>*(Lifeskills) Writing Thank you notes</p> <p>*Daily practice</p> <p>*Demographics</p> | <ul style="list-style-type: none"> • Daily participation rubrics • Exit Tickets • Guided Practice • Independent Practice Worksheets • Quizzes • Tests (Exams will be given in |

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| | | | | <p>students' mode of communication)</p> <ul style="list-style-type: none"> • Projects • Centers • Teacher observations • Self/Peer Reflection • Technology |
| <p>4 -5 Weeks (Instruction is ongoing and supported throughout the school year based on individual needs)</p> | <p>Vocabulary</p> | <p>(Standards are based off the linkage levels of the DLM essential elements)</p> <p>LA.1.CCSS.ELA-Literacy.CC RA.R.4 - [<i>Anchor Standard</i>] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>LA.1.CCSS.ELA-Literacy.L.1 .4a - Use sentence-level context as a clue to the meaning of a word or phrase.</p> | <p>*Learn weekly spelling/ vocabulary words (related to lifeskills)</p> <p>*Utilize vocabulary words (related to lifeskills)</p> | <ul style="list-style-type: none"> • Daily participation rubrics • Exit Tickets • Guided Practice • Independent Practice Worksheets • Quizzes • Tests (Exams will be given in students' mode of communication) • Projects • Centers • Teacher observations • Self/Peer Reflection |

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| | | LA.K.CCSS.ELA-Literacy.L.K.2.d - Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | <ul style="list-style-type: none"> Technology |
| 4 -5 Weeks (Instruction is ongoing and supported throughout the school year based on individual needs) | Communication Skills/ Public Speaking | <p>(Standards are based off the linkage levels of the DLM essential elements)</p> <p>LA.K-12.3.1 - [<i>Standard</i>] - All students will speak for a variety of real purposes and audiences.</p> <p>LA.K.CCSS.ELA-Literacy.SL.K.1.b - Continue a conversation through multiple exchanges.</p> | <p>*Students learn about advocacy and having a voice</p> <p>*Creating speeches regarding self- interest topic</p> <p>*Share speeches in small and large spaces utilizing public speaking cues (eye contact, slow, etc.)</p> <p>*(lifeskills) Job interviews- Incorporate DECA</p> <p>*Comprehending and responding to conversations/ questions (lifeskills)</p> <p>*(Lifeskills) Asking appropriate questions in conversation.</p> | <ul style="list-style-type: none"> Daily participation rubrics Exit Tickets Guided Practice Independent Practice Worksheets Quizzes Tests (Exams will be given in students' mode of communication) Projects Centers Teacher observations Self/Peer Reflection Technology |
| 4 -5 Weeks | Research & | LA.K-12.3.2 - [<i>Standard</i>] - All | *Utilize technology for | <ul style="list-style-type: none"> Daily |

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| <p>(Instruction is ongoing and supported throughout the school year based on individual needs)</p> | <p>Study Skills</p> | <p>students will listen actively in a variety of situations to information from a variety of sources</p> <p>LA.K-12.3.5.2 - [<i>Cumulative Progress Indicator</i>] - View various media for a variety of purposes (e.g. enjoyment, information).</p> <p>LA.K-12.3.5.1 - [<i>Cumulative Progress Indicator</i>] - Demonstrate the ability to gain information from a variety of media.</p> | <p>research purposes (lifeskills- job application) *Find information to help writing and reading *Google search to learn something new *General study skills-importance, review, etc. (lifeskills) *Job skills - DECA research</p> | <p>participation rubrics</p> <ul style="list-style-type: none"> • Exit Tickets • Guided Practice • Independent Practice Worksheets • Quizzes • Tests (Exams will be given in students' mode of communication) • Projects • Centers • Teacher observations • Self/Peer Reflection • Technology |
| <p>4 -5 Weeks (Instruction is ongoing and supported throughout the school year based on individual needs)</p> | <p>Digital Reputation and Literacy</p> | <p>(Standards are based off the linkage levels of the DLM essential elements)</p> <p>TECH.8.1.5.D.CS1 - [<i>Content Statement</i>] - Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>TECH.8.1.5.D.1 - [<i>Cumulative</i></p> | <p>*Internet Safety *Social Media presence *Technology communication *Surfing Safety *Cyber bullying *Online behavior *Email rules and behavior *Internet basics and</p> | <ul style="list-style-type: none"> • Daily participation rubrics • Exit Tickets • Guided Practice • Independent Practice Worksheets • Quizzes • Tests (Exams |

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| | | <p><i>Progress Indicator</i>] - Understand the need for and use of copyrights.</p> <p>LA.K-12.3.5.1 - [<i>Cumulative Progress Indicator</i>] - Demonstrate the ability to gain information from a variety of media.</p> | search tips | <p>will be given in students' mode of communication)</p> <ul style="list-style-type: none"> • Projects • Centers • Teacher observations • Self/Peer Reflection • Technology |
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